



Wright Elementary

1136 Wright School Road
Belton, SC 29627

Grades	PK-6 Elementary School	
Enrollment	185 Students	
Principal	Tara L. Brice	864-296-1776
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

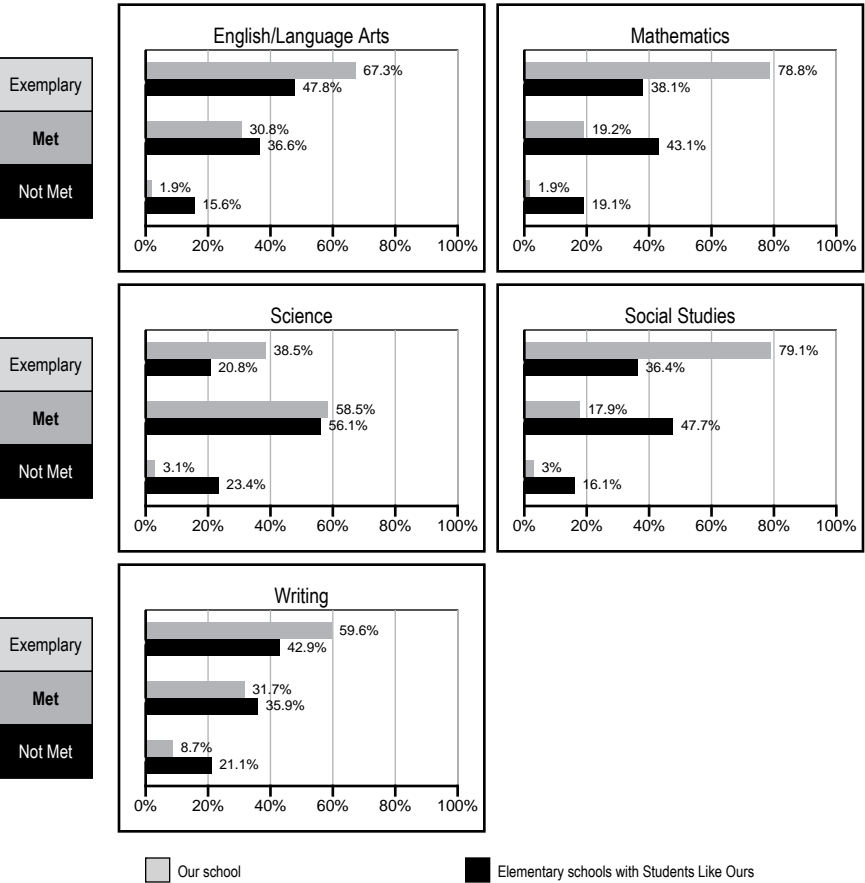
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	31	17	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=185)				
First graders who attended full-day kindergarten	100.0%	Up from 89.3%	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	1.4%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.6%	96.3%
Eligible for gifted and talented	24.8%	Down from 28.7%	16.9%	10.0%
With disabilities other than speech	3.7%	Down from 4.3%	6.6%	7.7%
Older than usual for grade	0.6%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	83.3%	Up from 75.0%	61.1%	59.4%
Continuing contract teachers	83.3%	No Change	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.3%	Up from 91.7%	86.0%	85.9%
Teacher attendance rate	95.4%	Up from 93.5%	95.1%	95.1%
Average teacher salary*	\$53,026	Up 1.8%	\$48,558	\$47,149
Professional development days/teacher	21.5 days	Up from 12.4 days	10.6 days	11.1 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 23.0 to 1	19.6 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 86.4%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 96.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,758	Up 2.4%	\$6,643	\$7,458
Percent of expenditures for instruction**	66.4%	Down from 69.2%	70.6%	68.8%
Percent of expenditures for teacher salaries**	57.5%	Down from 57.6%	63.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Wright Elementary had a very successful 2008-09 school year with faculty, staff, students, parents, and community working together. Throughout the year, there were many accomplishments including our first Literacy Night with a pirate treasure hunt theme complete with the entire faculty and staff dressed as notorious pirates to the delight of students and parents. The purpose of our Literacy Night was to promote a love of reading and an excitement about books. Community attendance was spectacular—fulfilling our goals.

Implementation of small group reading instruction and incorporation of literacy centers and workstations was our primary instructional goal. Yearlong staff development involved all teachers on reading improvement and the integration of technology into each classroom. We were pleased that the majority of faculty members were mentors for students needing special guidance and assistance. Our school received an "Excellent" Absolute score and a "Good" Improvement score on the state report card, and we were recognized as a Palmetto Gold School!

Many students were recognized for outstanding work. For the third consecutive year, a Wright School 5th Grader was State Superintendent Writing Award district winner. One student was selected to receive the Governor's Good Citizen Award. Students were recognized quarterly for various achievements and good character at our "Dog Tag" assemblies. During our annual Awards Day ceremony, students were recognized for honor roll, perfect attendance, Accelerated Reader, bringing up grades and other special achievements. One student in each grade level received the "Wright Quality" Award for displaying outstanding achievement and overall success throughout the school year. A student in each class was also awarded for being the "most improved."

Our 4th and 5th Grade students were involved in the Future Days program at Anderson University and our "graduating" 6th Graders participated in a Clemson Science Investigators field experience. To promote positive character traits and build leadership, our 6th graders served as the school's Safety Patrol and/or Media Mascots during the year. Our Student Council officers performed daily duties, such as making morning announcements, and selected 4th and 5th graders operated our school postal service.

The PTO continued to support school improvement and community involvement with activities, such as the Fall Festival and daily recognitions of our staff during Teacher Appreciation Week. The PTO sponsored the first Wright school teacher Easter egg hunt which was fun and rewarding for our hard working staff. Our fifth grade teacher, Kiki Lindley, was selected by the faculty as our Teacher of the Year.

At Wright Elementary School, we continue to be proud of our accomplishments and excited about our future.

Tara L. Brice, Principal
Hope Patterson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	27	22
Percent satisfied with learning environment	100.0%	92.6%	95.5%
Percent satisfied with social and physical environment	100.0%	85.2%	90.9%
Percent satisfied with school-home relations	100.0%	88.9%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	105	100	1.9	30.8	67.3	100	90.1	82.8	Yes	Yes
Gender										
Male	61	100	3.3	31.1	65.6	100	88.5	79.3	N/A	N/A
Female	44	100	N/AV	N/AV	N/AV	100	91.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	102	100	2	30.7	67.3	100	91.2	89.5	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	85.3	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	68.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	35	100	N/AV	N/AV	N/AV	100	85.4	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	105	100	1.9	19.2	78.8	99	87.3	78.9	Yes	Yes
Gender										
Male	61	100	1.6	18	80.3	98.4	86.2	77	N/A	N/A
Female	44	100	2.3	20.9	76.7	100	88.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	102	100	1	19.8	79.2	100	89.6	87.2	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	76.9	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	57.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	35	100	5.7	17.1	77.1	97.1	80.9	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	66	100	3.1	58.5	38.5	96.9	80.5	67.5
Gender								
Male	35	100	5.7	54.3	40	94.3	79.9	67
Female	31	100	N/AV	N/AV	N/AV	100	81	68
Racial/Ethnic Group								
White	64	100	1.6	58.7	39.7	98.4	84	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	64.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	51.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	19	100	5.3	63.2	31.6	94.7	73.4	55.1

Social Studies

All Students	67	100	3	17.9	79.1	97	81.5	72.3
Gender								
Male	42	100	2.4	16.7	81	97.6	80.3	71.5
Female	25	100	4	20	76	96	82.7	73.2
Racial/Ethnic Group								
White	65	100	3.1	16.9	80	96.9	83.4	80.7
African American	1	I/S	I/S	I/S	I/S	I/S	73.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	59.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	25	100	N/AV	N/AV	N/AV	100	74.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	105	100	8.7	31.7	59.6	91.3	73.5	70.2	96.1	95.9
Gender										
Male	61	100	9.8	41	49.2	90.2	66.2	63.2	96	95.8
Female	44	100	7	18.6	74.4	93	81.2	77.5	96.3	95.9
Racial/Ethnic Group										
White	102	100	7.9	31.7	60.4	92.1	76	79.1	96.2	95.7
African American	2	I/S	I/S	I/S	I/S	I/S	62.1	57.6	93.5	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.8	62.6	95.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	91.1
Disability Status										
Disabled	11	100	9.1	72.7	18.2	90.9	32.2	26.1	95.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	35	100	11.4	34.3	54.3	88.6	64.6	58.9	95.3	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	24	100	N/AV	N/AV	N/AV	100
	4	28	100	3.6	46.4	50	96.4
	5	26	100	4	20	76	96
	6	27	100	N/AV	N/AV	N/AV	100
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	24	100	8.3	25	66.7	91.7
	4	28	100	N/AV	N/AV	N/AV	100
	5	26	100	N/AV	N/AV	N/AV	100
	6	27	100	N/AV	N/AV	N/AV	100
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	12	100	8.3	50	41.7	91.7
	4	28	100	N/AV	N/AV	N/AV	100
	5	13	100	8.3	50	41.7	91.7
	6	13	100	N/AV	N/AV	N/AV	100
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	12	100	8.3	25	66.7	91.7
	4	28	100	N/AV	N/AV	N/AV	100
	5	13	100	7.7	7.7	84.6	92.3
	6	14	100	N/AV	N/AV	N/AV	100
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	24	100	12.5	20.8	66.7	87.5
	4	28	100	10.7	35.7	53.6	89.3
	5	26	100	8	40	52	92
	6	27	100	3.7	29.6	66.7	96.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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